

DOCUMENT RESUME

ED 239 942

SO 015 214

TITLE Peninsula Humane Society Teacher's Packet. Secondary Level.

INSTITUTION Peninsula Humane Society, San Mateo, CA.

PUB DATE [83]

NOTE 37p.

AVAILABLE FROM Peninsula Humane Society, Humane Education Department, 12 Airport Blvd., San Mateo, CA 94401 (free to San Mateo County teachers, \$5.00 to those outside SMCO).

PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Animal Behavior; *Animals; *Child Responsibility; Instructional Materials; Interdisciplinary Approach; Learning Activities; Lesson Plans; Secondary Education; Units of Study; Wildlife

IDENTIFIERS *Animal Welfare; Humane Education; *Pets; PF Project

ABSTRACT

Activities in this teacher's packet are designed to familiarize secondary school students with the responsibilities involved in pet ownership. Teaching plans are provided for a total of 12 lessons grouped under social studies, language arts, math, and health sciences. Activities focus on pet overpopulation, expressions of social responses in canines, care of pets when owners are gone, and the specific care and handling needs of guinea pigs, rabbits, and rats. Resource lists contain films and filmstrips on domestic pets, endangered wildlife, whales, environmental issues, and animal rights. Additional resources include a supplemental film list and organizations to contact for additional resources. (LH)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED239942



Secondary Level

12 Airport Blvd.
San Mateo, CA 94401
573-3719

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as
received from the person or organization
originating it.

☒ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Kim Sturla

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

S0015214

Social Studies

LEARNER OUTCOME:

Students will recognize that schools can be dangerous places for pets.

TEACHING STRATEGY:

When not properly confined, many pets will try to follow their young masters to school. These pets may become lost, run in the street and be hit by cars, or be frightened by school yard activity and bite someone or get hurt themselves. Discuss with students the potential dangers for a dog in the school yard. How do dogs get to school? How can owners prevent their dogs from coming to the school yard? Is the school yard as appropriate a place for dogs as for students?

LEARNING ACTIVITY:

Students use posters, short dramatizations, slogans, etc., to promote theme that school is a place for people not dogs. Then students hang their created materials around school and/or share them with other classes.

LEARNER OUTCOME:

Students will recognize the responsible and irresponsible alternatives for care of a pet during vacations.

TEACHING STRATEGY:

Elicit discussions about students' vacations, including where they have gone, how they traveled, and preparations they made for the trip. Explain that pets are family members that must often be left behind during vacations. Help students make a list of responsible alternatives for housing pets during vacations (i.e., kennels, with friends, at home with sitter, taking the pet along if proper facilities are available).

LEARNING ACTIVITY:

Students draw pictures of happy pets whose responsible owners have chosen a safe alternative for housing them during the family vacation.

RESOURCES:

See enclosed activity entitled "Felix's Long Weekend"

Film - "Perils of Priscilla" (see enclosed "Films and Filmstrips for Loan")

"Traveling With Your Pet" request a free copy from Education Department.

LEARNER OUTCOME:

Students will identify the duties involved in several animal-related careers and the function of these careers in the community.

TEACHING STRATEGY:

Provide students with reference materials on animal related careers. Have students form 3-person teams with each team researching different animal-related careers. When students have completed initial research into careers, discuss interviewing techniques and provide names of local resource people in animal-related careers who are willing to be interviewed.

LEARNING ACTIVITY:

Student teams each research a different animal-related career, compiling all the information available from classroom/library resources. Then, students use information gathered to formulate questions to ask resource person about his/her work. Student teams arrange for and conduct interviews in person or on the phone, then use information from research and interview to write a job description for career and a list of characteristics that make a person suitable for the position.

RESOURCES: see backside

RESOURCES:

Film - "Animal Control -
Who Needs It?" (see en-
closed "Films and Filmstrips
For Loan")

Call Education Department
for possible Animal Control
Officer to speak at class
or be interviewed.

Language Arts

LEARNER OUTCOME:

Students will recognize the need for laws that protect animals.

TEACHING STRATEGY:

Bring in samples of editorial columns to show students. Discuss the elements in a good editorial. Prepare a display board for posting students' editorials. Select several local, state, or federal animal protection laws to discuss with students. Explain each law and discuss what animals it protects and possible reasons why it was passed.

LEARNING ACTIVITY:

Students prepare editorials describing and supporting a law that they think is necessary for the protection of animals. After completion students post editorials on display board. Each student is then assigned another student's editorial and writes a response to it, either supporting it or disagreeing with the position expressed. Students post responses next to appropriate editorials.

RESOURCES:

Contact City Hall or the Peninsula Humane Society for copy of animal ordinances.

LEARNER OUTCOME:

Using cinquain poetry, students will express their feelings about pets.

TEACHING STRATEGY:

Provide students with format for cinquain poetry. Create a sample poem as a class.

LEARNING ACTIVITY:

Students write cinquains describing their pets or the pets they would like to have. Note: the fourth line should describe the student's feelings for his/her pet. Share the completed poems with the class.

RESOURCES:

See enclosed "Cinquain" worksheet

LEARNER OUTCOME:

Students will recognize that pet owners are responsible for the actions of their pets.

TEACHING STRATEGY:

Suggest to students that perhaps people need to be reminded that dogs can't be held responsible for their owners' irresponsibilities. Have students pretend they are an advertising agency hired by the community's dogs to tell the animals' side of the story. Identify a variety of media that might be used (e.g., bumper stickers, posters, slogans, radio spots, television talk shows, newspaper articles). Assign each medium to a student or group of students.

LEARNING ACTIVITY:

Students design a public education campaign around the theme "Pet Problems Are Really People Problems" focussing on how responsible pet owners can keep their pets out of trouble through proper training and control. If possible, students should display some of their scripts, posters, or bumper stickers in the school or community.

Math

LEARNER OUTCOME:

Students will rate their opinions about various animals using a personal values scale.

TEACHING STRATEGY:

Present students with a list of animals including some common wildlife, pets, farm animals, and frequently feared or disliked animals. Have each student rate each animal on a 10 point scale, with 10 indicating that the student likes the animal very much and a 1 indicating strong dislike or fear. As a class, tally results and figure averages to assign to each animal. Then discuss animals, eliciting at least one favorable comment about each. Ask students to rethink opinions of animals and rate each again. Tabulate and compare new totals. Did the overall opinions change? Discuss possible reasons.

LEARNING ACTIVITY:

Students rate animals and participate in discussions above. Then compare their own ratings. Did they change any opinions after the discussions? Why or why not? Students write short paragraphs explaining why they rated each animal as they did.

LEARNER OUTCOME:

Student will recognize that the expense involved in keeping a pet varies with the kind of animal chosen.

TEACHING STRATEGY:

Divide class into groups. Have each group choose a different type of pet. Discuss the variety of costs involved in maintaining a pet and list on the board. List should include food, grooming supplies, licensing, veterinary care, spay/neuter surgery, environmental needs, caging, toys, training, etc. Be sure to allow for the variety of pets chosen by class groups.

LEARNING ACTIVITY:

Student groups identify those needs from class list that relate to their chosen pet and divide items between group members to price. Students use information collected to prepare charts of pet costs over a one year period. When completed, students, as a class, make a bar graph showing comparative cost of keeping different pets.

RESOURCES:

Film - "How To Raise A Puppy" (see enclosed "Film and Filmstrips for Loan")

LEARNER OUTCOME:

Students will recognize that pet ownership is a commitment for the life of the pet.

TEACHING STRATEGY:

Discuss with students the long term commitment of pet ownership. Choose one pet as an example and ask students to speculate on the changes that might take place in their families' lives over the length of time represented by the animal's life span. How will these changes affect their ability to care for the pet? Explain that being a responsible pet owner is a commitment for the life of your pet. Review bar graphs.

LEARNING ACTIVITY:

Students research life expectancy of human, dog, cat, horse, bird, fish, and guinea pig and make bar graph to illustrate relationships.

(S)

Health/Science

LEARNER OUTCOME:

Students will recognize that pets differ from wild animals in the pets' inability to meet their own needs.

TEACHING STRATEGY:

Define "wild" and "domestic." Explain that domestic animals have come to rely on humans to provide for most of their needs and have lost the instinctual ability to fend for themselves.

LEARNING ACTIVITY:

Students choose a pet animal and identify its wild counterpart (e.g., dog - wolf; cat - lion or other wild feline; canary - wild bird). Then students draw pictures comparing how a wild animal meets its needs and how these needs are met by humans for domestic animals.

RESOURCES:

See reverse side

LEARNER OUTCOME:

By interpreting animal sounds and body language, students will recognize the principles of safety when dealing with dogs.

TEACHING STRATEGY:

Generate discussion about how to tell what message or emotion a dog is communicating. Discuss sounds, facial expressions, and body positions as possible clues, and ask students to give examples drawn from their experiences with dogs. Make a list of clues on the board along with the emotion they indicate (e.g., tail between leg - fear, sick; tail wagging - friendly; ears back - fear, anger.) Illustrate with pictures whenever possible.

LEARNING ACTIVITY:

Students study list of dog body language and sounds that indicate different emotions and discuss why failure to understand these signals can result in a dangerous situation for humans. Then each student draws picture of a dog using body language to express one particular emotion and shows his/her picture to the class. As each picture is shown, class tries to guess what emotion is being communicated and discusses the

LEARNER OUTCOME:

Students will identify specific physical and behavioral needs of an assigned pet.

TEACHING STRATEGY:

Divide class into groups and have each group hypothetically buy and keep a different pet. (Select pets with varying needs and requirements.) Provide students with a list of factors to be considered in pet selection (available space and time, family members' likes and dislikes, and allergies, the economic situation, neighbors' feelings, legal restrictions, and available health care) and resources from the library or community. Differentiate between physical needs (those things needed to maintain the animal's life) and behavioral needs (those things necessary to allow animal to behave naturally, e.g., scratching post for cat).

LEARNING ACTIVITY:

Using data provided by library or community resources each group prepares a chart listing the physical and behavioral needs of its assigned pet.

proper way to deal with
the animal in each situ-
ation.

RESOURCES:

Film - "Perils of Priscilla"
(see enclosed "Films and
Filmstrips for Loan")

See enclosed "Pets and
People" activity

Contact Education Department
for a complete set of Animal
Fact sheets

RESOURCES:

See enclosed "Dog Body
Language" worksheet

Film - "Animals Can Bite"
(see enclosed "Films and
Filmstrips for Loan")

RESOURCES:

Filmstrip - "Who Cares
About Pets" (see en-
closed "Films and Film-
strips for Loan")

All activities taken from the Humane Education Curriculum Guide developed by The
National Association for the Advancement of Humane Education, A division of the
Humane Society of the United States.

Pet Overpopulation: Some Interesting Facts

One of the biggest animal problems facing San Mateo County and just about every other area is pet overpopulation.

- * The Peninsula Humane Society handled about 26,000 animals last year; half of which are euthanized. The other half were either redeemed by their owner or adopted into new homes. The average shelter adopts out approximately 10% of the animals in their care. PHS has an adoption rate 38%.
- * In the United States, 14 million dogs and cats are euthanized in animal shelters every year.
- * There are an estimated 70 million unwanted dogs and cats in the United States.
- * Millions of unwanted cats and dogs will not "make it" to the shelters: these animals will, instead, starve to death, get hit by a car or die of disease.
- * Approximately 415 human beings are born each hour in the United States: 2,000 to 3,000 dogs and cats are born each hour.

A recent survey of more than 1,000 mayors and city council members by the National League of Cities found that dog and other pet control problems were the number one source of citizen complaints to mayors, and the third highest sources of complaints to city councils across the nation.

The abundance of pets in cities creates sanitation and public health problems. The most visible problem is canine fecal matter. The daily dog feces production amounts to about 3,500 tons and that of dog urine to about 9.5 million gallons nationally. Within the United States the figures add up to this:

- * More than 200 million pets, including at least 80 million dogs and cats live in the United States.
- * Animals (cats and dogs) cost the nation 500 million dollars a year for animal control programs.
- * Dogs and cats are the top source of citizen complaints to mayors.
- * Dogs bite at least 1.5 million people every year.
- * People support a 5 billion dollar-a-year industry.

The Peninsula Humane Society tries to combat pet overpopulation by:

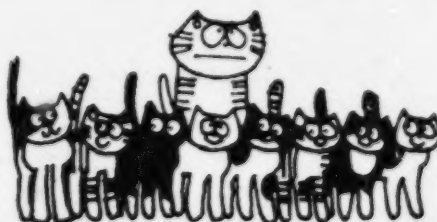
- * Educating the public about the proper care of pets.
- * Providing low-cost spaying and neutering.
- * Providing an Animal Control Program: issuing citations, enforcing the leash law and license law, investigating nuisance complaints, investigating cruelty complaints, rescuing injured animals.
- * Requiring that any animal (cat or dog) adopted from us be spayed or neutered.

The pet overpopulation has many repercussions besides animals being euthanized in shelters, such as:

- * Increase in the number of stray animals.
- * Formation of dog packs: these animals attack wildlife, livestock and pets.
- * Increase in the number of abandoned animals.
- * Large number of animals defecating and urinating on other people's property.
- * An increasingly large number of vocal people taking a stand against dogs and cats. Landlords not renting to people who own pets; our local parks and state parks not allowing pets; strict leash law (no dog running areas).
- * A large number of pets suffering as a result of people's irresponsibility.

In today's "throw-away society", when things do not work, or when we are bored with something, (particularly easily replaced things) they are discarded. Dogs and cats have been labeled by far too many people as "throw-away" commodities.

What responsibilities do pet owners have to their pet and society?????



Start With One Female . . .

IF YOU THINK THERE IS A POPULATION PROBLEM IN YOUR WORLD, IT DOESN'T EVEN COMPARE TO THE POPULATION EXPLOSION IN THE PET WORLD!

START WITH ONE FEMALE DOG:

During the first year she produces 4 puppies, 2 of them females.	4
In the second year, production of first and second generation females is 12 pups, 6 females.	12
In the third year, production of three generations of females is 36 pups, 18 females.	36
In the fourth year, production of four generations of females is 108 pups, 54 females.	108
In the fifth year, production of five generations is 324 pups, 162 females.	324
In the sixth year, production of six generations is 972 pups, 486 females.	972
In the seventh year, production is 2,916 pups, 1,458 females.	<u>2,916</u>
Total offspring of single female in seven years	4,372

Every unspayed female potentially contributes to the problem. The Peninsula Humane Society recommends the spaying or neutering of dogs and cats for their health and safety and to assure a better world for all pets EVERY LITTER HURTS!



Cinquain Poetry

A cinquain is a five-line poem with the following format:

- Line 1 - is one noun, stating subject of poem
- Line 2 - is two adjectives, describing the subject
- Line 3 - is three verbs that relate to the subject
- Line 4 - is a four-word phrase stating feelings about the subject
- Line 5 - is one word, usually another noun that restates subject or a word that sums up the poem.

Example:

Spiders
Tiny, busy
Spinning, moving, floating
Building fragile wispy webs
Artists

Now choose the animal of your choice and try one on your own

(1 word)

(2 descriptive words)

(3 action words)

(4 words telling how you feel about it)

(Sum up with a word related to the subject)

Word Search

Below are a list of things a dog needs so that it can be a happy and healthy pet. How do they compare to our needs? See how many of these words you can find in the word search (they are listed vertically and horizontally).

lots of love
medical care
vaccinations
license
leash

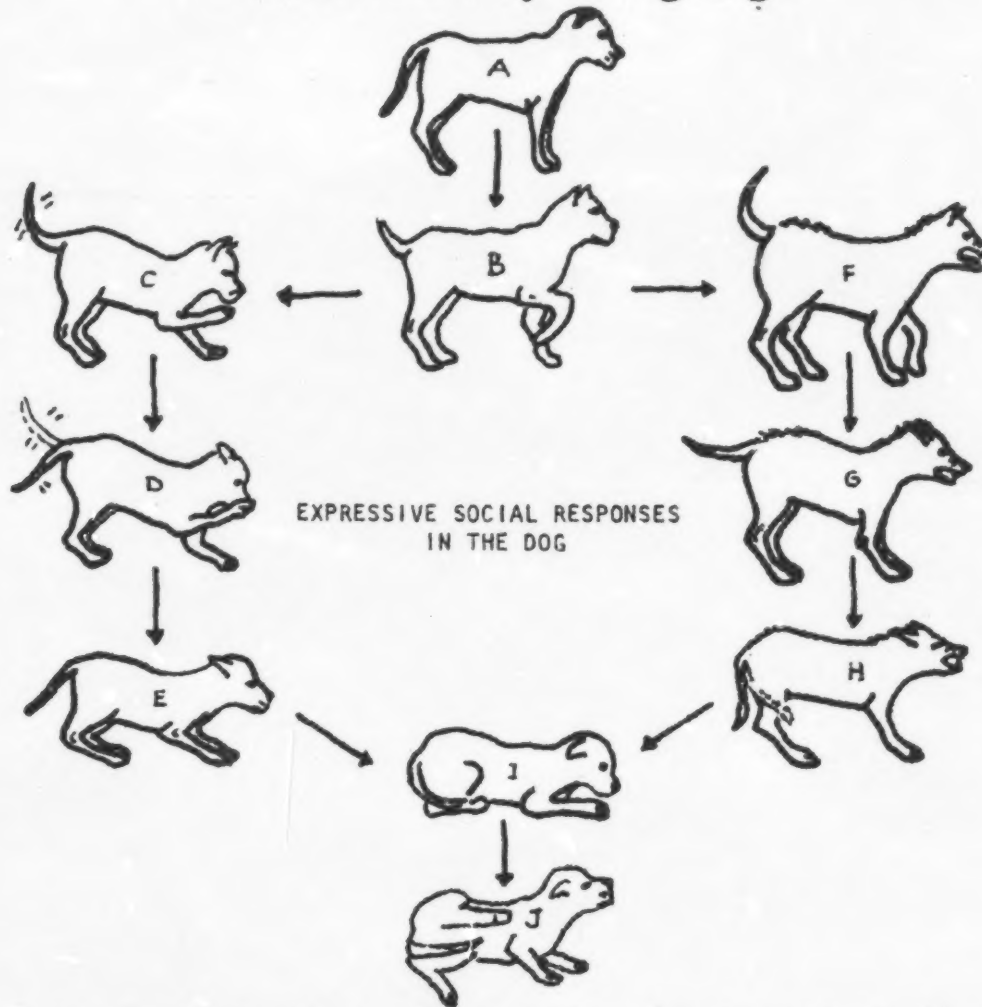
exercise
shelter
collar
grooming
playtime

attention
training
food
water
friends

L	O	T	S	O	F	L	O	V	E	N	W
I	C	D	S	T	O	B	Z	A	M	A	A
C	O	L	L	A	R	R	I	C	H	V	T
E	B	O	E	F	J	A	E	C	T	U	E
N	A	M	U	A	S	B	P	I	L	A	R
S	H	E	L	T	E	R	X	N	D	R	N
E	O	D	T	T	G	L	E	A	S	H	A
L	A	I	S	E	C	Y	U	T	O	O	T
E	B	C	I	N	G	E	R	I	D	A	R
X	O	A	N	T	E	F	F	O	O	R	A
E	L	L	E	I	T	O	U	N	P	U	I
R	D	C	B	O	S	O	O	S	A	N	N
C	E	A	Z	N	R	D	H	O	U	S	I
I	X	R	S	I	C	E	T	H	E	P	N
S	I	E	B	G	R	O	O	M	I	N	G
E	D	O	P	L	A	Y	T	I	M	E	N
P	T	X	O	F	R	I	E	N	D	S	A



Canine Body Language



What do you think the dog is communicating in each of the different body positions? Listed below are 7 body positions. Match the body position to the correct category by writing in the letter which is in the center of the dog (some positions have more than one answer). When you are finished, check your answers below.

FEAR/AGGRESSION _____

PLAY-SOLICITING _____

SUBMISSION _____

ALERT _____

AGGRESSION _____

NEUTRAL _____

ULTIMATE SUBMISSION _____

BEST COPY AVAILABLE

Fear Aggression - G,H; Play Soliciting - C,D; Submission - E,I; Alert - B;
 Aggression - F; Neutral - A; Ultimate Submission - J.



Crack The Code

Solve these math problems and crack the secret code. First write in the answer to each problem, that shows you a letter that represents each answer. Then go to the space below. The numbers are the same as the answers to the problems. Above each answer, write in the letter it represents. Then you'll learn the secret code!

$$\begin{array}{r} 23 \\ \times 3 \\ \hline \end{array} = f$$

$$10 \overline{) 350} = d$$

$$5 \overline{) 550} = e$$

$$\begin{array}{r} 56 \\ - 24 \\ \hline \end{array} = g$$

$$\begin{array}{r} 50 \\ \times 30 \\ \hline \end{array} = r$$

$$\begin{array}{r} 1212 \\ + 2121 \\ \hline \end{array} = v$$

$$\begin{array}{r} 99 \\ + 9 \\ \hline \end{array} = o$$

$$\begin{array}{r} 764 \\ + 64 \\ \hline \end{array} = n$$

$$\begin{array}{r} 75 \\ \times 11 \\ \hline \end{array} = a$$

$$7 \overline{) 441} = c$$

$$\begin{array}{r} 6381 \\ - 221 \\ \hline \end{array} = i$$

$$\begin{array}{r} 165 \\ \times 10 \\ \hline \end{array} = t$$

$$\begin{array}{r} 87 \\ - 8 \\ \hline \end{array} = b$$

$$\begin{array}{r} 1642 \\ + 368 \\ \hline \end{array} = u$$

$$2 \overline{) 32} = y$$

$$\begin{array}{r} 25 \\ - 6 \\ \hline \end{array} = l$$

$$\begin{array}{r} 49 \\ \times 6 \\ \hline \end{array} = s$$

Write The Message Here

825 35 108 32 63 825 828 79 110 16 108 2010 1500

79 110 294 1650 69 1500 6160 110 828 35 6160 69 16 108 2010

15

32 6160 3333 110 6160 1650 19 108 3333 110

BEST COPY AVAILABLE

Pet Acquainted

Instructions: Find a person in the room who fits one of the descriptions below. Place his or her name in the space next to the description. Try to find someone for each space, without using any name more than once.

WRITE DOWN THE NAME OF SOMEONE WHO:

1. has a cat with stripes _____
2. has a pet whose name begins with "R" _____
3. rode a horse less than a month ago _____
4. has taught a dog a trick _____
5. has adopted a pet from the humane society _____
6. has a tame parakeet _____
7. has touched a snake _____
8. has touched an elephant _____
9. has as many pets as you do _____
10. can name two books about animals _____
11. has been to a dog or cat show _____
12. can name six local wild birds _____
13. has seen a deer in a forest _____
14. has a bird feeder in his or her yard _____
15. has a dog with more than two colors _____
16. has raised guppies _____
17. has entered a pet in a pet show _____
18. has had a long-haired guinea pig _____
19. can name three animal TV stars _____
20. has had a pet chicken or duck _____
21. has seen polliwogs in a pond or stream _____
22. has a pet rock _____
23. can name three kinds of dog or cat food _____
24. has had a teddy bear hamster _____
25. has a pet that is over ten years old _____
26. has an aquarium _____
27. has visited two different zoos _____
28. knows his or her veterinarian's name _____
29. has a pet that is black and white _____
30. has had his or her pet spayed or neutered. _____

Developed by Bev Armstrong and Charlotte Moore

Felix's Long Weekend



On the following page you will find Felix's Long Weekend, a picture/story activity for use with primary and intermediate level students. The activity was created by Marshall McKee, Curriculum Designer for the American Humane Education Society. The detailed illustration and open-ended story format make the activity especially flexible for use in humane education. Possible lesson plans for Felix's Long Weekend may involve the following steps:

FOR READERS

- 1) Reproduce the story and picture and provide a copy for each student. Students may want to color the picture as they complete written activities, or use the picture to follow up with some of the non-reader activities.
- 2) Ask children to go through the text and underline all the parts that refer to possible dangers for Felix. Have students write sentences specifically describing each danger. (Example: Students underline the part of the story reading, "Cans of paint and brushes soaking in turpentine sat on the workbench." Students write, Felix might knock over a can and get paint or turpentine on his fur.)
- 3) Ask children to finish the story by explaining what happens to Felix after the Smiths leave for the weekend.
- 4) Have students write stories that describe how the basement could be made safe for Felix, or that offer other alternatives for his proper care over the weekend.

FOR NON-READERS

- 1) Reproduce the picture and provide a copy for each student.
- 2) After giving a general introduction to Felix's predicament, ask children to look at the picture and point out or circle the hazards portrayed. Children may wish to color in the picture.
- 3) Without reading the story, ask children to tell their own stories about the picture, focusing on the questions What's wrong here? and What will happen? Then read the original story out loud.
- 4) Have students draw pictures that depict how the basement could be made safe for Felix, or that portray other alternatives for his proper care over the weekend.

After completing the Felix activities, create a bulletin board using the original story and picture plus the stories and pictures done by the class.

Felix's Long Weekend

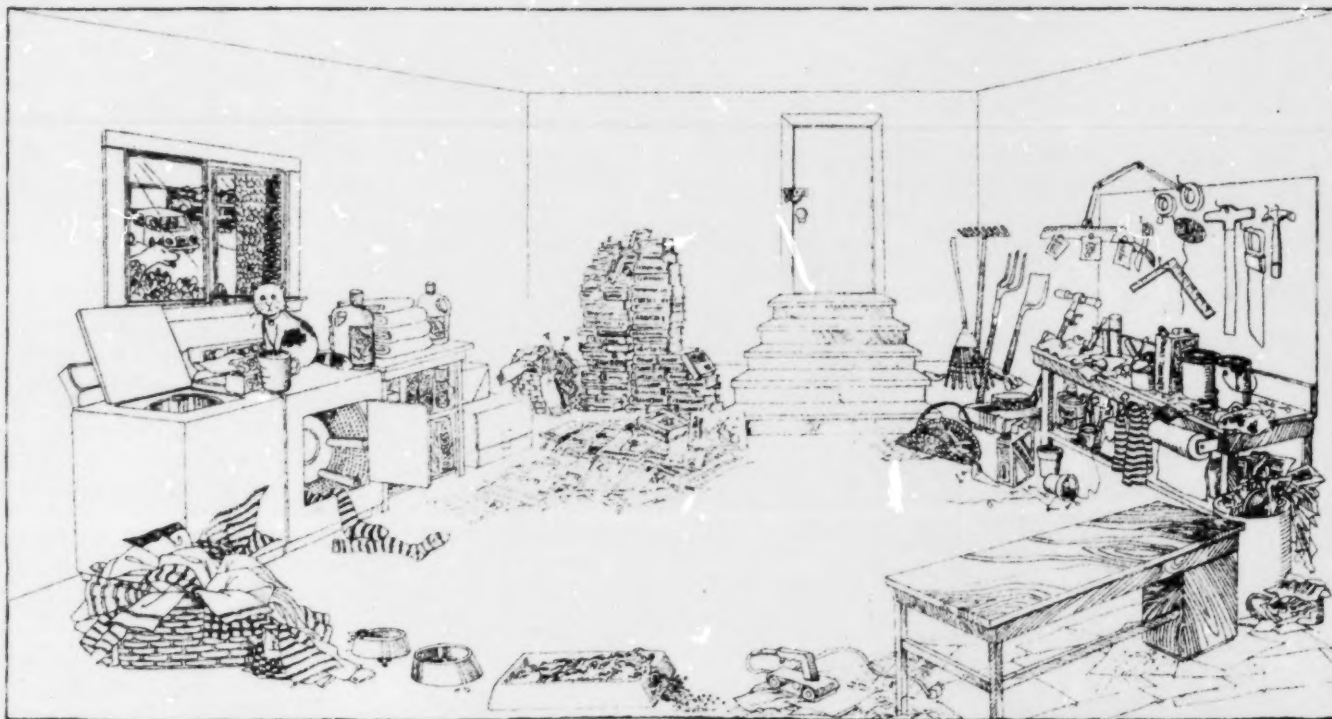


ILLUSTRATION BY MAL REYNOLDS FOR PPRC, INC.

The Smiths were going away for the weekend. Everyone was up early, and the Smith children, Sam and Susie, were excited about the fun they would have in the mountains. They were so excited that they forgot about their pet cat, Felix, and their responsibility for him.

Felix would be staying home for the weekend. Before the family left, they put Felix in the basement and locked the door.

On one side of the basement was the family workshop. Cans of paint and brushes soaking in turpentine sat on the workbench. The new desk that Sam and his mother had built for the den was still in the workshop. Garden tools were piled haphazardly against the wall in the corner.

On the other side of the basement was the laundry and storage area. Here the washer and dryer stood with their doors wide open. Here also were Felix's food and water dishes. In the food dish, only a few dried lumps of food remained from the day before. The water dish had been full a couple of days ago, but now contained only a small, murky-looking puddle in the center.

Felix's litterbox was next to the washing machine. Sam thought it was Susie's turn to clean it that week, and Susie thought it was Sam's turn. As you can imagine, the litterbox was pretty messy.

In another part of the room, books were piled in tall stacks, and a knitting basket held a half-finished sweater from last winter.

Above the washer and dryer was a small window, partly open. Just outside stood a tall oak tree. Felix was sitting on the washing machine when the Smiths drove out of the driveway. Through the open window he could hear the barking of the Jones' German Shepherd and the traffic on the busy street in front of the house.

It would be a long weekend for Felix.

by Marshall McKee

Pet Census

Use the census sheet as is, or enlarge it onto a sheet of poster board. Have each student shade in or initial a square for each pet that he or she has. (If you have a real "pet set" group, they may want to fill out census sheets for their own households!)

Blank spaces are provided for writing in unusual pets that the students may have.

After the census has been taken, you may wish to make up math problems based on the results. Example:

1. There are twice as many _____ as rats.
2. There are twice as many dogs as _____.
3. There are _____ birds (parakeets & canaries).
4. There is only one _____, one _____, and one _____.
5. There are three times as many _____ as turtles.
6. There are _____ mice, rats, and hamsters.
7. There are _____ dogs and cats.
8. There are three _____.
9. There are more _____ than cats.
10. There are _____ animals whose names begin with "R".

A very ambitious group may wish to take a pet census of an entire school, using one sheet for each classroom and posting the results for everyone to see.

	1	2	3	4	5	6	7	8	9	10
DOGS	X	X	X	X	X	X	X	X	X	X
CATS	X	X	X	X	X	X	X	X	X	X
HAMSTERS	X	X	X	X	X	X	X	X	X	X
GOLDFISH	X	X	X	X	X	X	X	X	X	X
RABBITS	X	X	X	X	X	X	X	X	X	X
PARAKEETS	X	X	X	X	X	X	X	X	X	X
TURTLES	X	X	X	X	X	X	X	X	X	X
MICE	X	X	X	X	X	X	X	X	X	X
RATS	X	X	X	X	X	X	X	X	X	X
PONIES	X	X	X	X	X	X	X	X	X	X
GUINEA PIGS	X	X	X	X	X	X	X	X	X	X
CANARIES	X	X	X	X	X	X	X	X	X	X
SNAKES	X	X	X	X	X	X	X	X	X	X

Developed by Bev Armstrong and Charlotte Moore



Guidelines for the Care and Handling of Classroom Pets

1. Choose the most appropriate pet for your classroom situation.
2. PREPARATION: If possible, plan and prepare before bringing the animal into the classroom. Know the specific animal's requirements for food, water, exercise, environmental temperature, rest, living space and sanitation. You can have the children participate in researching and learning about the animal's needs.
3. HOUSING: All animals kept in the classroom should be caged, leashed, or confined by appropriate means for their safety as well as the students' safety. Use as large a cage as possible.
4. DAILY CARE: Make sure animals always have fresh, cool water, appropriate food and a clean environment. Appoint children to be responsible for specific duties (rotate each week). Be sure they know exactly what to do; check on them frequently.
5. HANDLING: Teach students the proper way to handle each animal. Animals should be handled gently and must be allowed sufficient time to rest. Do not permit the animals to be teased or abused. Have students move slowly around the animals.
6. REPRODUCTION: If you have several mice, rabbits, guinea pigs, etc., decide in advance if you want breeding to occur and what you will do with the young. If no babies are desired, choose like-sexed animals. Children need to be exposed to the problems created by pet overpopulation. They need to know what kind of options exist, and most of all, to understand what spaying and neutering are all about.
7. WEEKENDS: Before each weekend or vacation, make provisions for the animal's care. Make sure parents approve of their homes being used and understand the kind of care demanded.
8. WILD ANIMALS: Encourage students to leave native wild animals in their natural habitat. Exotic (non-native) animals should not be used in the classroom. They are not always reliable. Wild animals do not make good pets.
9. Help us to help the animals - teach kindness to all living creatures, great and small. Please call or write us if you have any questions on the care of your classroom pet.



GUINEA PIG CARE

BEFORE YOU BRING YOUR GUINEA PIG HOME: You will need a cage, water bottle, food, food dish, and a box for sleeping and hiding.

HISTORY: Guinea pigs have been domesticated for thousands of years. They originally came from Peru where they were first raised by the Incas for food. They are also called cavy.

DIET: Make sure your guinea pig gets plenty of Vitamin C. Special guinea pig pellets have Vitamin C; so do citrus fruits and dark green vegetables. Sometimes liquid Vitamin C can be added to the water. Your pet will enjoy eating guinea pig pellets and needs plenty of water. Since they have front teeth that grow continually, there should always be coarse things to chew on. A block of hard wood or even hay would be fine. They also need salt, so be sure to include a salt lick in the cage.

HOUSING: One guinea pig needs a cage that is about 2'x2'x2'; if you have a few together, be sure they each have enough space. Wire cages with a removable tray and a raised wire floor are the easiest to keep clean. You can use animal litter or newspaper in the tray. Guinea pigs get tired of walking on wire; each pet should have a thin piece of wood about 8"x8" for resting. Although they do not need exercise wheels, they do enjoy shelves or perches. They like covered sleeping boxes and thick bedding. Your guinea pig will store extra food in the bedding; to prevent sickness, be sure to change it often. Food should be placed in a heavy dish. Water dishes tend to be messy; a water bottle on the side of the cage is cleaner and just as easy to use.

HANDLING: Pick up your pet by putting your hands over him and hold firmly but gently. He may squirm less if you hold him closer to your body. Like most pets, your guinea pig will be calmer as he gets used to being handled.

CARE: Be sure there is fresh water each day. Pellets won't spoil, but do remove leftover vegetables, fruits, etc. Change the newspapers or litter every day or so. If your guinea pig has long hair, you can brush it occasionally with a soft baby brush or toothbrush. Be sure to provide chewing materials (wood, hay) or your pet will chew on his own hair.

BEHAVIOR: Guinea pigs are gentle, shy animals and tend to be inactive. They rarely bite or scratch; they do chatter or whistle once in a while. They do enjoy company, so it's nice to keep two of the same sex together.



RABBIT CARE

BEFORE YOU BRING YOUR RABBIT HOME: You will need a cage, water bottle, heavy food dish, and a box for sleeping and hiding.

HISTORY: Rabbits have been domesticated for about 3000 years. They originally came from Central Europe. There are many different breeds (or types) of rabbits; some weigh as little as 3 lbs. (Polish) and some weigh as much as 20 lbs. (Flemish).

DIET: Rabbits like rabbit pellets, occasional fresh vegetables (dark green and carrots), chopped alfalfa, and plenty of water. Don't feed them vegetables more than once or twice a week. Be sure to put a salt lick (a block of salt) in their cage.

HOUSING: A 4-6 lb. rabbit needs a cage that's at least 2x2x4. Larger rabbits need more space. A wire mesh cage with a wire bottom and removable tray is the easiest to keep clean. Animal litter can be kept in the tray to cut down odors. A large box that's open on one side makes a nice sleeping place. Be sure to put a flat slab of wood in the cage to cover part of the bottom so your pet can get off the wire when it wants to. Rabbits can live outside in a mild climate as long as they are protected from the heat and cold. Some people let their rabbits run free in the house and train them to use a cat litter box. Sometimes they forget, though--and do they love to chew!

HANDLING: Never pick up your rabbit by the ears. Use one hand to hold the skin at the back of its neck; use the other under its body to support the hind feet. Some rabbits feel frightened when picked up--watch out for their claws!

CARE: Check food and water daily and remove leftover vegetables. Whether you use newspaper or litter on the bottom of the cage, change it often. You can comb or brush your pet once a week, and be sure to check for signs of sickness (earmites, diarrhea, runny eyes or nose). Since your rabbit's teeth grow continually, be sure to provide it with things to chew--like a block of unpainted wood.

BEHAVIOR: Rabbits make sweet, gentle pets. They won't bite unless they're frightened or handled incorrectly.

OTHER INFORMATION:

- rabbits live 5 to 10 years
- they can be taught to walk on a leash with a harness
- they can be housebroken and will use a kitty litter box





RAT CARE

BEFORE YOU BRING YOUR RAT HOME: You will need a cage with a good top, a food dish, water bottle and a box for nesting and nesting material.

HISTORY: Rats have been around for thousands of years. They are very smart and will eat almost anything, so they have survived when other animals haven't. The most common wild rat in the United States is the Brown Rat. They may carry disease and don't make good pets. You should have the domestic laboratory rat, the tame cousin of the Brown Rat, as a pet. Domestic rats make fun pets and are quite clean and friendly.

DIET: Rats like a varied diet. They eat sunflower seeds, oats, alfalfa pellets, dog biscuits, green vegetables, fruits, nuts, lab chow, meat, cheese, almost anything. They need plenty of water.

HOUSING: Wire or plastic cages make good homes. Be sure you have a water bottle, as water dishes can be very messy, and plenty of chew sticks, as rats love and need to chew. A box with some shredded newspaper makes a nice hiding place. You can and should let your pet out to play and exercise, but do so in an area where it can't get lost. Watch your pet carefully or it might chew someone's favorite pillow.

HANDLING: Be sure to put your hands around the entire body so the rat doesn't feel frightened when you pick it up. If you've had your rat since it was a baby, and you've handled it properly, chances are it won't bite. Sometimes an adult rat will try a nibble or two if it isn't used to being held. Never hold a rat by its tail.

CARE: Check food and water daily. Remove leftover vegetables, fruits, etc. Rats like a clean cage so check it daily. Change newspaper or litter on the floor of the cage as needed.

BEHAVIOR: Rats are very intelligent, brave and curious. They are great acrobats and can be good companions. They groom and clean themselves often. They need to chew on wood and roughage to keep their teeth worn down, since they grow continually. They tend to be more active at night than during the day.

Pets and People



I have an animal friend who is an awful lot like me. Others say, "You two are so different, you're like night and day," but she and I know better.

She has long thick hair, just like mine, which makes her hot when we go to the pond each summer. We both like long cool drinks, and quick dips in the cold water. The shade of an old rowboat is our own secret hide-out.

We both feel surprised and scared when we hear a strange noise. Yesterday a strange man came to deliver a package. At first we thought he was a burglar and we were ready to protect ourselves. We felt much better when he just left the package and drove away. Together we used our ears to sense the man's truck backing up and driving away.

My friend's name is Kelly, and she has three other friends who often come to visit. They are a different color, but they look more like her than I do. One of Kelly's friends is brown and one is short with spots that look like freckles. She talks to them in her own special language - and I only understand some of what they say, like: "It's good to see you," "How are you today?" "Let's go," and "We are true friends." I must admit, during these visits I feel a bit jealous.

During the school year we both work hard. Kelly goes off to her own special school in our hometown, and I take a ride with a friend into Boston. She and I must be groomed and clean before work. Some days there are newspaper and magazine photographers who want me to sit for important pictures. Many people see the pictures and remember to care for their own animal friends. We both feel pretty proud when we know we've done a good job.

When Kelly and I get home from work we run together. Some people say I can run faster than my friend. We both see other friends along the way and enemies, too. Sometimes when we run together Kelly helps me stay out of trouble, by staying close. We both feel safer when the other is nearby.

Perhaps you already have a good idea of what kind of animals Kelly and I are and how we are alike. This next adventure will let you know for certain.

On one of our evening running sessions near her school a storm came up quickly. The clouds in the sky were purplish black and the leaves turned upwards with the wind. We knew it was going to "rain cats and dogs," if you'll pardon the expression, so we hunted for a place to stay dry. Kelly spotted a shelter first because she has sharper eyes than I. It began to pour as our paws splashed across the playground puddles to a dry place. Quickly, we ducked into a giant tire and sat together to keep warm. I could feel her shudder when the thunder boomed. I covered my eyes to the bright flashes of lightning. When it was all over we climbed out and could smell the clean, cool air. We knew our family would be looking out the window worrying about us.

At home we ate warm dinners and Kelly soon got tired of talking about our adventure. Her mother said we both needed a good night's sleep. Kelly told her mother she was happy to be home, in her own special language. She didn't need to say anything because her body did the talking when she went to her mother and gave a big hug. Then Kelly came over to me, and do you know what she said? "Bo Jangles, you are the best friend I ever had. I love you, you handsome puppy dog." Then she scratched me behind my ears and I told her how I felt with part of my body - my TAIL!!

I suppose you have guessed that this story is not from a human's point of view, but from a dog's instead. You also know that it's only a story - an imaginary story. Dogs do not really think and feel exactly the way human beings do, but perhaps it is time you began to consider these questions: Are pets and people partners in the world of living things? Do pets and people share basic needs? Can pets and people feel the same way? If your answer is yes to these questions - don't miss the fun game on the back side of this page.

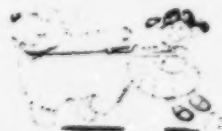
BEST COPY AVAILABLE

In the spaces provided below, list ways in which pets and people are alike. When you have finished, add-up your points and see what your score reading is.

PETS AND PEOPLE ARE ALIKE BECAUSE THEY BOTH:

Points (one each):

Have:	1.	bodies	_____
	2.	_____	_____
	3.	_____	_____
	4.	_____	_____
	5.	_____	_____
	6.	_____	_____
Can:	7.	communicate	_____
	8.	_____	_____
	9.	_____	_____
Can feel:	10.	surprised	_____
	11.	_____	_____
	12.	_____	_____
	13.	_____	_____
	14.	_____	_____
	15.	_____	_____
Need:	16.	care from a doctor	_____
	17.	_____	_____
	18.	_____	_____
	19.	_____	_____
	20.	_____	_____
	21.	_____	_____
	22.	_____	_____
	23.	_____	_____
	24.	_____	_____
Other:	25.	_____	_____
	26.	_____	_____
	27.	_____	_____
	28.	_____	_____



Total = _____

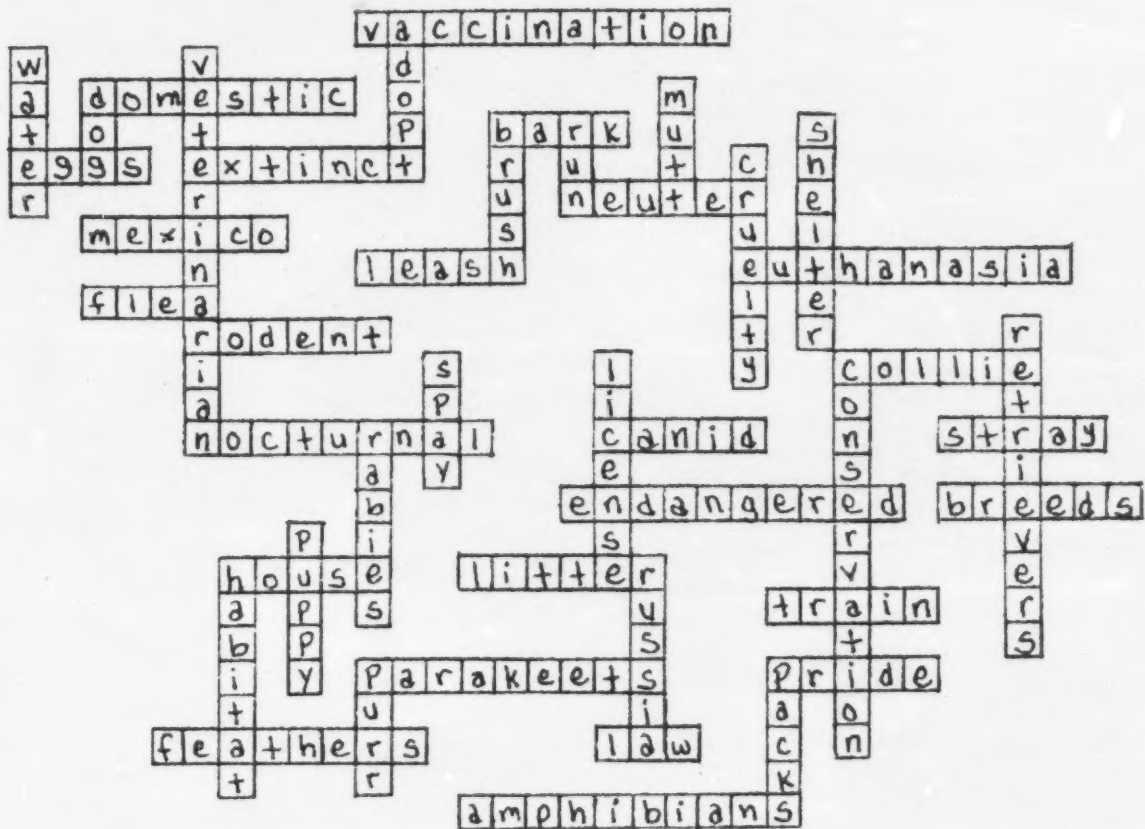
SCORE READINGS:

- 5 - 12 points - you care about pets and enjoy learning about them
- 12 - 18 points - you understand pets and like working on pet problems
- 18 - 24 points - you love doing pet projects and know a great deal about animals
- 24 - 27 points - YOU ARE TRULY A BRIGHT, CAPABLE ANIMAL FRIEND!

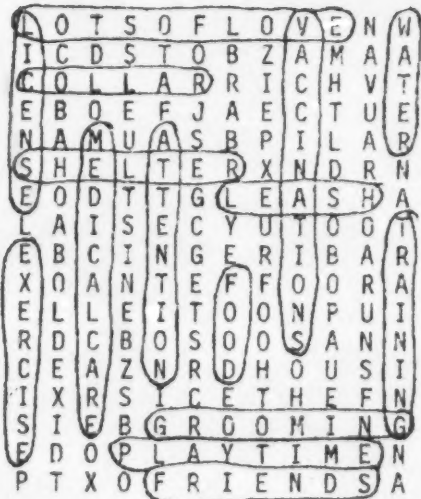
Reprinted from the Newsletter of the National Association for the Advancement of Pet Education.

Teacher's Key

CROSSWORD PUZZLE:



WORD SEARCH:



CRACK THE CODE'S SECRET MESSAGE:

A dog can be your best friend
if you give it love.

FILMS & FILMSTRIPS FOR LOAN

The following films and filmstrips belong to the Peninsula Humane Society's resource library and are available to teachers for FREE loan. For easy reference, they are categorized into six subject headings: Domestic Pets, Endangered Wildlife, Whales, Environmental, Animal Rights and Miscellaneous.

To reserve any of the above, please call 340-8130. Films must be picked up and dropped off (NOT MAILED) by a school representative. Filmstrips can be transferred through the postal service. Both must be returned with 10 days.

Domestic Pets

"Animals Can Bite"

16 mm film; 13 minutes; K - 6th grades
Film details how children should react in a variety of situations involving dogs. Instances involve guard dogs, sick or injured animals, new litters and dogs left in cars. Caution rather than fear, prompt reporting of any bites and quick medical care are stressed.

"The Animals Are Crying"

16 mm film; 15 minutes; 6th- adult
Examines the reasons why more than fifty million dogs and cats are abandoned each year in the United States. The documentary indicts the negligence and hypocrisies of many "animal lovers."

"A Special Friendship"

16 mm film; 13 minutes; 1st - 6th grades
"A Special Friendship" helps students realize that owning a pet involves more than just feeding and cleaning. The film places emphasis on the importance of establishing a strong human/animal bond through love, understanding and responsibility.

"Perils Of Priscilla"

16 mm film; 16 minutes; 1st - 6th grades
This film gives you an idea what it's like to be an animal which is lost and scared. Priscilla, the cat, ultimately ends up at the shelter, her destiny unknown.

"Who Cares About Pets"

Filmstrip/cassette; 15 minutes; 4th - 6th grades
Explores all the physical and emotional needs of common pets and points out the problems related with exotic pets. Especially stresses good pet responsibility.

"Pets Need People, Too: Responsible Pet Ownership"

Filmstrip/cassette; 15 minutes; 4th - 6th grades
Discusses the history of dogs and the many ways they have helped people throughout time. Also, explains the needs of pets, physically and emotionally, and how they are dependent upon us for their care.

"Emergency Pet First Aid"

Filmstrip/cassette; 15 minutes; 4th - adult
Shows emergency first aid techniques for preventable accidents such as car injury, poison, heat stroke and electric shock.

"A Pet Is A Special Friend"

Filmstrip/cassette; 5 minutes; Preschool - 3rd
Outlines the basic needs of your pet; food, water, grooming, shelter, health care and love. Spanish version also available.

"Patches" and "A Dog's Best Friend"

Filmstrips/cassettes; 5 minutes each; K - 3rd
"Patches" illustrates the importance of keeping pets at home, emphasizes the need for licensing and identifying pets, and discusses the role of the animal shelter and the duties of the animal control officer in the community.

"A Dog's Best Friend" illustrates the basic elements of responsible pet ownership, shows the animal shelter as a pet adoption center, helps viewers realize what it means to "be a friend" to a pet, and attempts to stimulate discussion about the pet overpopulation problem.

"Pethood Or Parenthood"

Filmstrip/record; 7 minutes; 4th - 6th grades
Encourages people to prevent the births of unwanted puppies and kittens and explains how surgical neutering can help make dogs and cats better and healthier pets. Students should have preparation by discussing spaying and neutering and what it is.

Endangered Wildlife

"America's Endangered Species"

16 mm film; 15 minutes; 4th - adult
Outlines what animals are endangered and what the causes are.

"Saving Our Wild Animals"
(2 part)

Filmstrip/cassette; 14 minutes each; 4th - adult
This National Geographic series takes a serious look at a variety of wild animals which are endangered today because of habitat destruction and overhunting. Series consists of two separate filmstrips: (1) Land Animals (2) Air and Water Animals. Also includes script and teacher's guide.

"Understanding Endangered Species"

Filmstrip/cassette; 15 minutes; 4th - 6th grades
An introduction to the plight of endangered animals. Using questioning approach, it encourages students to make value judgements. Also includes a teacher's guide and reproducible information sheets.

"The World Of Endangered Wildlife"

Filmstrip/cassette; 22 minutes; 4th - adult
This filmstrip includes information on:

1. How species become endangered
2. Examples of extinct, endangered, and threatened species
3. How we can help

Teacher's guide accompanies this filmstrip.

"Confiscated"
(2 part)

Filmstrip/cassette; 15 minutes each; 4th - adult
These filmstrips tell a story of a tomorrow, not far distant, when people will no longer share the earth with other animals, nor benefit from their contribution to our life and the balance of nature. Deals with inhumane methods of capture, the destruction of all these animals for profit and the dismal failure of governments to protect these vanishing species. Narrated by Lorne Greene. Comes with detailed teacher's manual.

"Our Animal Wildlife: Problems and Solutions"

Filmstrip/cassette; 12 minutes, 3rd - adult
Defines extinct, endangered and threatened species; shows factors leading to these classifications; portrays what can be done to save wild animals in danger of extinction.

"Our Wild Friends: It's Not Too Late to Care"

Filmstrip/cassette; 10 minutes; 4th - 6th grades
Lists the many animals that are extinct, and those that are endangered. Discusses how people have contributed to the demise of these animals and their habitat. Describes the ways in which people are also attempting to save them.

"An Endangered Mammal" (wolf)

Filmstrip/cassette; 10 minutes; 3rd - adult
Cites reasons many people fear the wolf; portrays value of the eastern wolf; shows what people have done to endanger this animal, as well as how people attempt to protect it.

"We Care About Eagles"

Filmstrip/cassette; 15 minutes; 4th - adult
A lively and informative educational program about the bald eagle and other birds of prey. Commemorates the 200th anniversary of the bald eagle as our national symbol. Teacher's guide included.

Whales

"The Whale: Hunted Giants of the Sea"

Filmstrip/cassette; 10 minutes; 4th - 6th grades
Goes through the history of the whaling industry, describes the different types of whales, and why they are endangered. Illustrates how people are trying to bring about the whales salvation through laws.

"Whales"

Filmstrip/cassette; 15 minutes; 1st - 6th grades
This National Geographic filmstrip offers an introduction to the behavior of whales and their adaptations to the marine environment. Explains the diversity of whales and how they are classified into two main groups: toothed and baleen. Also, examines the protection of whales.

"Deep Voices"

Record album; all ages
Contains recordings of Humpbacks, Blue and Right Whales. None of the sounds on this record have been changed in any way. They are exactly as they would sound to the whales. They have been recorded with a hydrophone (an underwater microphone) which makes it possible for our ears to hear underwater.

Environmental

"How Living Things Depend On Each Other"

Filmstrip/cassette; 13 minutes; 4th - 6th grades
This filmstrip is designed to help students see the interrelationships among living things that are common in their surroundings. An excellent filmstrip by National Geographic. Teacher's guide included.

"Leave Them A Flower"

Filmstrip/cassette; 5 minutes; Kindergarten - adult
Statement on our environment. Includes music, no narration.

"We Care About Oceans"

Slides/cassette; 15 minutes; 4th - adult
This slide program reviews our relationship to, and dependence on, the oceans. Illustrates the food chain concepts, plus a brief look at marine habitats. Also brings home the point that some human activities are a real threat to ocean wildlife. A National Wildlife Federation slide program. Comes with teacher's guide.

"Crack In The Pavement"

16 mm film; 8 minutes; Preschool - 6th grades
This animated, silent film involves a young boy whose home is in the city. He leads an ordinary life, accepting his environment passively. But, an incident awakens him and an awareness develops of the living things around him.

"Wildlife In Your Community"

Filmstrip/cassette; 10 minutes; 1st - 3rd grade
Helps to familiarize the child with some of the wild animals living in or near their community. Also develops an awareness of the needs and habits of these animals.

Animal Rights

"Why Protect Animals?"

16 mm film; 20 minutes; 4th - 6th grades
An overview of animal issues involving inhumane treatment and exploitation. Some examples are rodeos, steel-jaw traps, animal research, pet overpopulation, and roadside zoos. Stresses the importance of humane education as a means of preventing cruelty towards all animals.

"Trapping: Furs and Fashions"

16 mm film; 15 minutes; 4th - adult
Deals with both sides of the trapping issue. Shows the use of the steel-jaw trap. Should have thorough student preparation before showing.

"Seals"

16 mm film; 15 minutes; Jr. High - adult
Depicts the killing of the fur seals on the Pribloff Islands. As the film is quite graphic and brutal, students should have some kind of preparation beforehand.

"Tools For Research"

16 mm film; 40 minutes; High School - adult
The issue of using animals for experimentation and research is becoming a moral and ethical concern for many individuals. This film brings to light the increasing problem of duplicative, repetitive, painful and unnecessary animal experimentation that effects approximately 60 to 100 million animals annually. The viewer will understand the need for more non-animal alternatives in research and the necessity for legislation protecting laboratory animals. (Currently laboratory animals are not protected under the Animal Welfare Act).

"Animal Rights: The Issues/ The Movement"

Filmstrip/cassette; 25 minutes; Jr. High - adult
Examines the old idea of people's "domain" over animals, and the ways in which animals are exploited in the name of science, zoos, the fur industry, hunting, and racing. Society has been, over period of time, conditioned to accept the widespread killing or abuse of animals. This filmstrip is the animal's rebuttal. Comes with teacher's guide.

"Humane Concerns of Factory Farming"

Slide/sound program; 20 minutes; 6th - adult
An overview of the mass production of livestock and poultry animals in the United States. Presented by Dr. Michael W. Fox, Director of The Institute for the Study of Animal Problems, a division of The Humane Society of the United States.

Miscellaneous

"Working With Animals"

Filmstrips/cassettes; 1st - 6th grades
A six-part program focusing on the skills, duties, and working environment of eleven careers. Individual titles include: Animal Careers For You; Pet Shop Worker/Dog Groomer; Veterinarian and Aides/Zoo Helper; Canine Control Officer/Kennel Worker; Park Naturalist/Conservation Officer; Humane Educator/ Obedience Trainer.

"Animal Control -- Who Needs It?"

16 mm film; 23 minutes; 6th - adult
Film explains the importance of animal control programs and demonstrates the responsibilities of an Animal Control Officer. Realistic film portraying the duties of an Animal Control Officer.

Supplemental Film List

The following is a list of films owned by the San Mateo County Office of Education and available for all public school teachers within San Mateo County. These films are recommended as a supplement to the programs offered by our staff and docents. For ordering information, contact the Film Library at 363-5454.

Pet Care:

#3101 / Care of Pets / K-3 / 13 minutes

Demonstrates how to care for household pets, such as canaries, tropical fish, cats and dogs. Points out that the well-being of a pet depends upon proper feeding, grooming, shelter, exercise and training.

7032 / How to Raise A Puppy and Live Happily Ever After / 1st-6th / 23 minutes

After considering many factors, a family chooses a Bassett puppy. Safety precautions are taken around the house. The whole family is involved in the house training and positive disciplining of the pet. Concepts include medical care, obedience training, etc.

7028 / Family Chooses a Pet / 2nd-6th / 23 minutes

Shows why wild and exotic animals make poor pets and reviews the considerations you should make to be sure your choice of pet will be suitable for your needs and home. The importance of care and responsibility for pets is emphasized.

7029 / What is a Cat? / 3rd-7th / 37 minutes

A variety of domestic cats are seen hunting, playing and interacting with people and other animals. The origin of domestic cats and the historical importance of cats in religion, legend and pest control are presented. Care for a pet cat is also shown.

Animals That Help Us:



7039 / Guide Dogs / 5th-8th / 23 minutes

Shows the training of dogs, from puppyhood with 4-H members, through the guide dogs school, to the time of a new and permanent relationship with a sightless person. The relationship between dog and master is shown to be one of love, respect and teamwork.

7037 / Police Horses / 2nd-6th / 23 minutes

The process of selection of horses to be trained for mounted police work in Golden Gate Park in San Francisco is shown. A farrier and a veterinarian talk about their roles in the care of the horses. The horse-man teams are shown on the job patrolling.

7046 / Rescue Dogs / 3rd-6th / 23 minutes

The activities of a St. Bernard kennel are featured during a visit to the Swiss countryside. Included are general do's and don'ts of dog training. The importance of care and feeding for all dogs is emphasized. Tells why the dog is revered by Swiss.

Careers:

7031 / Our Friend the Veterinarian / 4th-7th / 23 minutes

Veterinary medical doctors and their assistants are seen working with small and large animals. Among the patients are a hawk, crow, horse, bull, cow and dog. The importance of the veterinarian in animal welfare is made evident.

Endangered Wildlife:

0675 / Conserving Our Wildlife Today / 4th-6th / 11 minutes

By cutting forests, draining swamps, replacing natural vegetation with crops and polluting air and water, we have drastically changed the amounts and kinds of wildlife an area can support.

3016 / Africa's Vanishing Wildlife / 4th-6th / 15 minutes

Depicts Africa's remaining wildlife regions. Shows how the growing native population and their increasing herds are taking over the natural habitats of wildlife.

7038 / So Little Time / 6th-10th / 23 minutes

The ecosystem of the marshlands is particularly important to migratory birds with summer breeding grounds in Canada and the United States. Bird migration in general, rare and recently extinct wildlife species and environmental protection are discussed.

3621 / Sea Otter / 3rd-8th / 17 minutes

Focuses on the history of the sea otter from its discovery and near-extinction to the present, reporting studies which show the importance of the sea otter in maintaining an ecological balance of nature. Shows the otter as it feeds, rests and cleans itself.

4840 / Portrait Of A Whale / 4th-9th / 12 minutes

Shows the Right Whale in its ocean home eating, sleeping, playing and raising its babies. The whale can grow to 60 feet in length and weigh as much as 50 tons but is graceful, gentle, playful and shy. It harms no one but has been hunted almost to extinction.

Humane Awareness:

7000 / Big Henry And The Polka Dot Kid / 4th-7th / 33 minutes

From the learning to be human series. A boy loses his parents and is sent to live with his aunt and uncle. He wins his battle to save the life of an old blind dog by convincing his uncle that there are values more important than just being practical. Based on "Luke Baldwin's Vow" by Morley Callaghan.

4411 / The Case Of the Elevator Duck / 2nd-4th / 17 minutes

Introduces an imaginative and resourceful 11 year old "detective" who lives in a high-rise city housing project. Describes how he finds a pet duck, forbidden in the apartment building, and depicts his efforts to find the owner.

4412 / Me And You Kangaroo / 2nd-6th / 19 minutes

Tells the sensitive story of a young boy in Australia who raises a baby kangaroo and then must set it free. This story stresses the inevitable process of growing up. Non-narrative.

Resource List

AMERICAN HUMANE ASSOCIATION
P.O. Box 1266
Denver, CO 80201

Pamphlets, films, literature;
request catalogue

AMERICAN HUMANE EDUCATION SOCIETY
350 So. Huntington Avenue
Boston, MA 02130

Educational materials available;
request catalogue

AMERICAN KENNEL CLUB
51 Madison Avenue
New York, N.Y. 10010

Information on dog breeds and
dog shows

AMERICAN VETERINARY MEDICAL ASSOCIATION
600 South Michigan Avenue
Chicago, IL 60605

Pamphlets, filmstrips; request
catalogue

GAINES DOG RESEARCH CENTER
P.O. Box 1007
Kahkakee, IL 60901

Offer a wide variety of pamphlets
at a low fee; request catalogue

HUMANE SOCIETY OF THE UNITED STATES
2100 L Street N.W.
Washington, D.C. 20037

Pamphlets, posters, films; write
for catalogue

LATHAM FOUNDATION
Latham Plaza Building
Clement and Schiller
Alameda, CA 94501
521-0920

Humane education films, write for
catalogue

NORMA TERRIS EDUCATION CENTER
Box 98
East Haddam, CT 06423

Humane education materials. Excellent
magazine for teachers published
quarterly.

PENINSULA HUMANE SOCIETY
12 Airport Boulevard
San Mateo, CA 94401
573-3719

Films and filmstrips for loan.
Provide guided tours through the
shelter upon request.

PET FOOD INSTITUTE
1730 Pennsylvania Avenue N.W.
Washington, D.C. 20006

Variety of pamphlets; request catalogue

RALSTON PURINA
P.O. Box 9097
St. Paul, MN 55190

"Handbook of Dog Care" and "Handbook
of Cat Care"

Evaluation Sheet

School _____ Docent or animal's name _____

Teacher _____ Grade level _____

Please fill out the following questionnaire. Your response will help us to improve our presentations.

1. Topics covered and vocabulary used in the presentation were:

5 4 3 2 1
very appropriate *somewhat appropriate* *okay*

2. Presentation was:

5 4 3 2 1
very interesting *somewhat interesting* *okay*

3. The Teachers' Packet was:

5 4 3 2 1
very useful *somewhat useful* *okay*

4. Part of the program you found most valuable?

5. Part of the program you felt was least interesting to your students?

6. Were visual aids used by the Docent? Yes _____ No _____

If so, what visual aids were used? _____, and

were they valuable to the program? Yes _____ No _____

If visual aids were not used, were they needed? Yes _____ No _____

7. Please rate the Docent visiting your class on the following areas using the scale of: 5=outstanding; 4=excellent; 3=above average; 2=average; 1=okay

_____ Interesting	_____ Good with kids	_____ Friendliness
_____ Knowledge of subject	_____ Class involvement	_____ Organization of subject matter

8. Please share any suggestions or criticisms you may have regarding the presentation.